

Annual Catalogue  
Officers, Faculty, and Students

Mexico Academy  
and  
High School

Manual for 1899-1900



Mexico, N. Y.



ANNUAL CATALOGUE  
OF THE  
OFFICERS, FACULTY, AND STUDENTS  
OF  
MEXICO ACADEMY  
AND  
HIGH SCHOOL

---

**Manual for 1899-1900**



MEXICO, N. Y.

## University of the State of New York.

### Board of Regents.

#### EX-OFFICIIIS.

THEODORE ROOSEVELT, A.B., Governor.  
TIMOTHY L. WOODRUFF, A.M., Lieutenant-Governor.  
JOHN T. McDONOUGH, LL.B., Secretary of State.  
CHARLES R. SKINNER, A.M., LL.D., Superintendent of Public Instruction.

#### OTHER MEMBERS IN ORDER OF THEIR ELECTION BY THE LEGISLATURE:

1873	MARTIN I. TOWNSEND, LL.D., . . . . .	Troy
1874	ANSON JUDD UPSON, D.D., LL.D., . . . . .	Glens Falls
1877	CHAUNCEY M. DEPEW, LL.D., . . . . .	New York
1877	CHARLES E. FITCH, A.M., . . . . .	Rochester
1877	ORRIS H. WARREN, D.D., . . . . .	Syracuse
1878	WHITELAW REID, LL.D., . . . . .	New York
1881	WILLIAM H. WATSON, M.D., . . . . .	Utica
1881	HENRY E. TURNER, . . . . .	Lowville
1883	ST. CLAIR MCKELWAY, LL.D., . . . . .	Brooklyn
1885	HAMILTON HARRIS, LL.D., . . . . .	Albany
1885	DANIEL BEACH, LL.D., . . . . .	Watkins
1888	CARROLL E. SMITH, . . . . .	Syracuse
1890	PLINY T. SAXTON, LL.D., . . . . .	Palmyra
1890	T. GUILFORD SMITH, A.M., C.E., . . . . .	Buffalo
1892	WILLIAM C. DOANE, D.D., LL.D., . . . . .	Albany
1893	LEWIS A. STIMSON, M.D., . . . . .	New York
1894	SYLVESTER MALONE, . . . . .	Brooklyn
1895	ALBERT VANDER VEER, M.D., Ph.D., . . . . .	Albany
1897	CHESTER S. LORD, A.M., . . . . .	New York

#### OFFICERS OF THE BOARD.

ANSON JUDD UPSON, D.D., LL.D., . . . . . Chancellor  
MELVIL DEWEY, A.M., . . . . . Secretary  
JAMES RUSSELL PARSONS, JR., Director Examination Department

## Board of Education.

---

ROBERT H. BAKER, . . . . .	Term expires 1902
JOHN W. LADD, . . . . .	Term expires 1902
DR. C. W. RADWAY, . . . . .	Term expires 1902
MRS. CLARA W. DAVIS, . . . . .	Term expires 1901
MRS. FLORENCE R. TAYLOR, . . . . .	Term expires 1901

## Officers of the Board.

R. H. BAKER, . . . . .	President.
MRS. C. W. DAVIS, . . . . .	Clerk.
F. E. FRENCH, . . . . .	Treasurer.
AMOS L. MASON, . . . . .	Collector.

## Standing Committees.

*Visiting Schools*—J. W. LADD, MRS. CLARA W. DAVIS, MRS. FLORENCE R. TAYLOR.

*Insurance, Heating and Care of Building*—R. H. BAKER, DR. C. W. RADWAY.

*On Finance and to Settle with Treasurer*—MRS. CLARA W. DAVIS, DR. C. W. RADWAY.

*Auditing Accounts*—DR. C. W. RADWAY, R. H. BAKER.

*Complaints, Grievances and Discipline*—J. W. LADD, MRS. FLORENCE R. TAYLOR, MRS. CLARA W. DAVIS.

*Library and Apparatus*—MRS. FLORENCE R. TAYLOR, MRS. CLARA W. DAVIS.

*Text-Books*—J. W. LADD, MRS. FLORENCE R. TAYLOR, MRS. CLARA W. DAVIS.

*Supplies*—DR. C. W. RADWAY, R. H. BAKER.

*Executive*—R. H. BAKER, J. W. LADD, DR. C. W. RADWAY.

---

*Attendance Officer*—CHARLES H. EVARTS.

*Janitor*—E. H. RATHBURN.

## Former and Present Principals and Officers.

### Principals.\*

MASON W. SOUTHWORTH,	1826
ELIASAPH DORCHESTER,	1827
— WHITE,	1828
— BROOKS,	1829
— SHEPARD,	1830-31
ORLA H. WHITNEY,	1832
MASON W. SOUTHWORTH,	1833-34
REV. GEORGE G. HAPGOOD,	1835-39
BENJAMIN I. DIEFENDORF,	1840
REV. RUSSELL WHITNEY,	1841-42
WILLIAM H. GILLESPIE,	July, 1842-43
REV. GEORGE G. HAPGOOD,	" 1843-45
WILLIAM H. GILLESPIE,	" 1845-46
E. E. E. BRAGDON,	" 1846-47
ABNER DAVISON,	" 1847-50
WILLIAM H. GILLESPIE,	1850-55
JOHN R. FRENCH,	1855-59
J. DORMAN STEELE,	July, 1859, to September, 1861
BRADFORD F. POTTER,	September, 1861, to July, 1862
REV. A. B. DUNLAP,	July, 1862-63
REV. S. HAWLEY ADAMS,	" 1863-65
WILLIAM M. McLAUGHLIN,	" 1865-70
REV. WILLIAM H. REESE,	" 1870-72
S. MORTIMER COON,	" 1872-74
CHARLES E. HAVENS,	" 1874-78
JAMES M. GIFFORD,	1878-81
REV. JOHN H. BUTLER,	1881-82
HENRY R. FANCHER,	1882-88
WARREN MORE,	1888-90
FRANK B. SEVERANCE,	1890-93
MELZAR C. RICHARDS,	1893-95
AVERY W. SKINNER,	1895-99

\* All records of the Academy were destroyed by fire in 1882. These lists have been carefully compiled from several sources and, although incomplete, are believed to be substantially correct.

### Presidents.\*

J. GOODWIN,	.	.	.	.	.	1833-35
ORVILLE ROBINSON,	.	.	.	.	.	1835-37
AVERY SKINNER,	.	.	.	.	.	1837-38
ORVILLE ROBINSON,	.	.	.	.	.	1838-40
PETER CHANDLER,	.	.	.	.	.	1840-43
B. E. BOWEN,	.	.	.	.	.	1843-47
CHARLES BENEDICT,	.	.	.	.	.	1847-48
HENRY WEBB,	.	.	.	.	.	1848-49
CHARLES BENEDICT,	.	.	.	.	.	1849-50
DAVID COIT,	.	.	.	.	.	1850-51
B. E. BOWEN,	.	.	.	.	.	1851-55
C. GOODWIN,	.	.	.	.	.	1855-56
LUKE D. SMITH,	.	.	.	.	.	1856-57
MERTON NEWELL,	.	.	.	.	.	1857-60
JAMES S. CHANDLER,	.	.	.	.	.	1860-62
B. E. BOWEN,	.	.	.	.	.	1862-63
HON. LEVI DOWNING,	.	.	.	.	.	1863-64
BENJAMIN S. STONE,	.	.	.	.	.	1864-65
DR. C. D. SNELL,	.	.	.	.	.	1865-66
GEORGE G. FRENCH,	.	.	.	.	.	1866-67
S. A. TULLER,	.	.	.	.	.	1867-68
HON. CYRUS WHITNEY,	.	.	.	.	.	1868-69
THOMAS A. WEED,	.	.	.	.	.	1869-70
DAVID D. BECKER,	.	.	.	.	.	1870-71
HENRY C. PECK,	.	.	.	.	.	1871-74
DAVID D. BECKER,	.	.	.	.	.	1874-78
BENJAMIN S. STONE,	.	.	.	.	.	1878-95
ROBERT H. BAKER,	.	.	.	.	.	1895-99

### Secretaries.\*

HENRY WEBB,	.	.	.	.	.	1862-64
JOHN R. FRENCH,	.	.	.	.	.	1864-65
CHARLES L. WEBB,	.	.	.	.	.	1865-66
LUKE D. SMITH,	.	.	.	.	.	1866-70
T. W. SKINNER,	.	.	.	.	.	1870-77
M. L. WRIGHT,	.	.	.	.	.	1877-84
C. L. WEBB,	.	.	.	.	.	1884-85
M. W. COLLINS,	.	.	.	.	.	1885-90
GEORGE H. GOODWIN,	.	.	.	.	.	1890-95
JOHN W. LADD,	.	.	.	.	.	1895-97
MRS. CLARA W. DAVIS,	.	.	.	.	.	1897-99

\*All records of the Academy were destroyed by fire in 1882. These lists have been carefully compiled from several sources and, although incomplete, are believed to be substantially correct.

## Faculty for 1899-1900.

---

AVERY W. SKINNER, A.M. (Syracuse University), . . . Principal  
*Greek, History and Training Class.*

LAMONT F. HODGE, A.B. (Colgate University), Assistant Principal  
*Sciences and Mathematics.*

CLARA R. PURDY, A.B. (Wellesley College), . . . Preceptress  
*Latin and Higher English.*

MARY M. SANDHOVEL, B.P. (Syracuse University),  
*Modern Languages, Drawing and Training Class.*

DANIEL B. LANE (Oswego Normal),  
*Seventh and Eighth Grades.*

ANNA M. LACY (Pulaski Academy),  
*Sixth Grade.*

JENNIE V. BAKER (Syracuse University),  
*Fifth Grade.*

LILLIAN M. INGERSOLL (Des Moines University),  
*Third and Fourth Grades.*

MARY E. SEELEY (Mexico Academy),  
*First and Second Grades.*

IDA M. FOSTER (Fulton High School),  
*Assistant Primary.*

## **Announcement.**

---

The Board of Education desires to announce that after this catalogue had been prepared the resignations of Principal A. W. Skinner and Professors L. F. Hodge and D. B. Lane, who had been elected for the coming school year, have been accepted, and that the vacancies have been filled by the selection of Professor F. R. Parker for Principal, Professor A. H. Norton for Assistant Principal, and Miss Mary E. Fitzgerald for the eighth grade.

Professor Parker was graduated from Queen's University, Kingston, Ont., with the degree of A. B. in 1887, and for four years served as Principal of the high schools at Kempsville and Orangeville, Ont. For the past seven years he has had charge of the department of Latin in the Owen Sound Collegiate Institute, Owen Sound, Ont.

Professor Norton was graduated from Poultney Academy, Vermont, in 1895, and from Syracuse University with the degree of B. S. in 1899. Professor Norton has had three years' experience in teaching in the public schools of this State.

Miss Fitzgerald is well known in Mexico, having taught in the graded schools here for several years. She has filled very successfully positions in Colorado Springs and in Denver.

## High School.

Alexander, F. E.,	Mexico.	Halsey, Florence A.,	Mexico.
Allen, Florence,	"	Halsey, Nora C.,	Union Square.
Austin, Edith M.,	"	Hardie, Alice M.,	Mexico.
Avery, Earl J.,	"	Hart, Allen K.,	"
Baker, Frank L.,	"	Hartson, Floyd,	"
Baker, Harry J.,	Butterfly.	Haydon, Lula A.,	"
Ballard, Blanche,	Mexico.	Hendrickson, Edith M.,	"
Ballard, Carl,	"	Hollister, Carl W.,	Mexico.
Barker, William A.,	"	House, Ethel,	Colosse.
Baxter, Lois,	"	Howard, Viona,	Mexico.
Beaupre, Arthur,	Pratham.	Hubbard, Mary,	"
Bonner, Harry V.,	Orwell.	Johnson, Fannie,	"
Boothe, Arthur J.,	New Haven.	Johnson, May L.,	"
Boyd, David Jr.,	Mexico.	Johnston, Jennie Z.,	"
Bracy, Nina G.,	"	Joice, Ernest,	New Haven.
Brown, Monica,	"	Jones, Nellie R.,	Vermillion.
Brownell, Maebell,	Wellwood.	Jones, Will C.,	"
Buck, Ola M.,	Mexico.	Kenyon, Lulu,	Mexico.
Burdick, Harley H.,	So. Mexico.	Kilbourne, Clinton,	New Haven.
Burdick, Ora,	"	Kilbourne, Flora,	"
Burgess, Fred,	Mexico.	Kingsley, Lulu B.,	Mexico.
Button, Lillian,	"	Lattimer, Clara,	Orwell.
Caldwell, Agnes,	Colosse.	Leigh, Eva R.,	Williamstown.
Calkins, Lovina A.,	Mexico.	Loomis, Alta M.,	Vermillion.
Childs, Mabel,	"	Lucas, Ward S.,	Mexico.
Clark, Allie D.,	"	Ludington, Alice,	Parish.
Clark, Willie,	"	Mahar, May E.,	Mexico.
Cobb, Gertrude B.,	"	Manson, William,	New Haven.
Cobb, Mabel L.,	"	Manwarren, Lois H.,	Mexico.
Cole, Dora R.,	Parish.	Manwarren, Mary,	"
Cross, Charles,	Mexico.	Manwaren, Willis,	Texas.
Davidson, Lulu B.,	"	Manwaring, Ray,	"
Davis, Cortland W.,	"	Markham, Grace,	New Haven.
Davis, Phineas W.,	"	Markham, Perley,	"
Druse, Florence,	Vermillion.	Matty, Julia L.,	Mexico.
Dugan, Maude,	Mexico.	Miller, Elmer,	"
Dyke, Frank,	"	Miller, Mollie,	"
Eason, Sadie E.,	"	Miller, Ross,	"
Edick, Grant G.,	So. Richland.	Moore, Wesley,	"
Elkins, Charles E.,	Mexico.	Morris, Leona,	"
Everts, Paschal,	"	Morris, Maurice,	"
Farmer, Bertha,	Clifford.	Names, Grace M.,	"
Fraver, Lizzie,	Mexico.	Newell, Margaret,	"
Gardner, Blanche,	"	Owens, Icy M.,	Williamstown.
Gass, Mabel H.,	"	Owens, Spencer,	"
George, Frank,	New Haven.	Parker, Ernest,	Mexico.
Gibbs, Estella,	Mexico.	Parker, Marshall,	"
Gifford, Bernie J.,	"	Parker, May,	"
Grace, Lucy M.,	"	Pickens, Harley,	"
Guile, Nina M.,	Butterfly.	Pond, Winnie,	So. Richland.
Halsey, Charrie,	Mexico.	Porter, Hattie M.,	New Haven.

Potter, Cora V.,	Mexico.	Spencer, Rich. J.,	New Haven.
Powers, Anna E.,	Vermillion.	Stacy, Lewis N.,	Mexico.
Preman, Gertrude,	Mexico.	Storrs, Rose B.,	Parish.
Purington, Edith,	"	Taylor, Bessie L.,	Mexico.
Quinn, John A.,	Prattham.	Tilton, Roy,	"
Rendell, Helen,	Mexico.	Tollerton, George,	So. Richland.
Richards, Mabel C.,	"	Tollerton, Bertha M.,	"
Richards, Maud S.,	Parish.	Tollerton, Luella,	Arthur.
Richardson, Alvin W.,	Mexico.	Tryon, Maurice,	Mexico.
Richardson, Charles S.,	"	Tryon, Pearl,	"
Richardson, Junius,	"	Tyler, Hattie V.,	So. Richland.
Rio, Floyd,	Mexico.	Ure, Edith C. L.,	Mexico.
Rowlison, Mina,	"	Utter, Blanchard,	"
Rulison, Floyd,	"	Wallace, Una,	Vermillion.
Schoonmaker, Lila,	"	Walton, Erwin G.,	Mexico.
Shafer, Maud,	"	Weeden, Claude,	Union Square.
Sharra, Eva M.,	"	Wetmore, Blanche C.,	Butterfly.
Simons, Carl T.,	"	Whiting, Fred,	Mexico.
Smith, Curtis,	"	Wilcox, Ray,	"
Smith, Herbert A.,	New Haven.	Wilmarth, Avery,	New Haven.

TOTAL, 136

### Training Class.

Burdick, Harley H.,	So. Mexico.	Kilbourne, Flora,	New Haven.
Caldwell, Agnes A.,	Colosse.	Leigh, Eva R.,	Williamstown.
Cole, Dora R.,	Parish.	Ludington, Alice M.,	Parish.
Davidson, Lulu B.,	Mexico.	Manwaren, Willis,	Texas.
Eason, Sadie E.,	"	Markham, Perley H.,	New Haven.
Gardner, Blanche,	"	Owens, Icy M.,	Williamstown.
Grace, Lucy M.,	"	Powers, Anna E.,	Vermillion.
Guile, Nina M.,	Butterfly.	Richards, Maud S.,	Parish.
Halsey, Florence A.,	Mexico.	Shafer, Maud,	Mexico.
Halsey, Nora C.,	"	Storrs, Rose B.,	Parish.
Jones, Nellie R.,	Vermillion.	Tollerton, Bertha M.,	S. Richland.

TOTAL, 22

### Eighth Grade.

Austin, Henry.	Jacobs, Charles.
Clark, Wilbur.	Kenyon, Floyd.
Davis, Ida M.	Pickens, Olive E.
Elkins, Mary T.	Richards, Bessie A.
Elkins, Will.	Richards, Willard.
Guile, Ward.	Richardson, Alice.
Gustin, Nettie.	Sampson, Clayton E.
Hartson, Charles.	Trowbridge, Lena.
Hewitt, Frank.	Weidman, Herbert.

TOTAL, 18

**Seventh Grade.**

Ames, Willie.	Manwarren, Ward.
Bates, Tedda.	McMullin, Ward.
Berry, Louisa.	Moore, Arthur.
Buck, Glen.	Morton, Blanche.
Clark, Ella.	Orvis, Esther.
Demster, Willie.	Patchen, Frank.
Druse, Amos.	Pifer, Lewis J.
Evarts, Harry.	Pratt, Maud L.
Frost, May.	Preman, Edith.
Hager, Harry.	Smith, Julia.
Hager, Ward.	Stone, Chester.
Hardie, Lillian.	Tollerton, Levi D.
Howard, Archie.	Watson, Edith.
Humbert, Willie.	Whiting, Lea.
Johnston, Bertha.	Whitney, Rich.
Johnston, Florence.	

TOTAL, 31

**Sixth Grade.**

Austin, Luella.	Henderson, Eva.
Barker, Minnie.	Holmes, Marion.
Benguard, Gladys.	Hyde, Fred.
Boyd, William.	Johnson, Clayton.
Buck, Mamie.	Kingsley, Blanche.
Cass, Nina.	Menter, Earl.
Clark, Elbert.	Names, Ethel.
Cobb, George.	Orvis, Lemoyne.
Consene, Eddie.	Peck, James.
Cook, Lena.	Pilbeam, Ray.
Crane, Walter.	Pratt, Georgia.
Crannell, Jennie.	Richardson, Harold.
Dyke, Addie.	Tillapaugh, Howard.
Eason, Willie.	Walton, Ethel.
Evarts, Harry.	Walton, Edna.
Gass, Walter.	Wolcott, Lena.
Hamilton, Mary.	Woodruff, Earl.

TOTAL, 34

**Fifth Grade.**

Bates, Bessie.	Lamb, George.
Benguard, Mainsie.	Lamphere, Grant.
Burdick, Eleanor.	Letson, John.
Clark, Bertha.	Mahar, James.
Cook, Allen.	Mahar, John.
Fravor, Myrtle.	Mahar, Ella.
Gass, John.	Manwarren, Roy.
Groff, Gertrude.	Orvis, Mary.
Hardie, Hazel.	Pettingill, George.
Hartson, Don.	Pickens, Lizzie.
House, Ruth.	Pratt, Della.
Howard, Cornelia.	Preman, Earl.
Howard, Floyd.	Watson, Allen.
Jenkins, Clark.	Whiting, Ida.
Kenyon, Anna.	

TOTAL, 29

**Fourth Grade.**

Brown, Lulu.  
 Caldwell, Charlie.  
 Childs, Grace.  
 Cronk, Sidney.  
 Cronk, Floyd.  
 Edwards, Rolland.  
 Evarts, Ethel.  
 Gleason, Delia.  
 Hickok, Dwight.  
 Lawton, Maud.  
 Manwarren, Ralph.  
 McDonald, Ward.  
 Miller, Harold.

Myers, Frank.  
 Names, Jerome.  
 Payne, Bert.  
 Preston, Nina.  
 Preston, Ina.  
 Schoonmaker, Leon.  
 Smith, Mildred.  
 Stuber, Viola.  
 Sweet, Ellen.  
 Tryon, Bessie.  
 Underman, Jesse.  
 Woodruff, Fred.

TOTAL, 25

**Third Grade.**

Ames, Florence.  
 Barker, Grace.  
 Benton, Ethel.  
 Bequillard, Rose.  
 Berry, Vera.  
 Crane, Asa.  
 Crannell, Otto.  
 Dennison, Charlie.  
 Edwards, Warren.  
 Elkins, Harold.  
 Gantley, Francis.  
 Groff, Mildred.  
 Hamilton, Ica.  
 Hamilton, Ruth.

Hartwell, Marguerite.  
 Hartwell, William.  
 Hosford, Irene.  
 Hosford, Clarence.  
 Letson, Ray.  
 McBain, Carl.  
 Rickerson, Neva.  
 Smith, Elmer.  
 Stevens, Mary.  
 Stevens, Lillie.  
 Upson, Glen.  
 Wilmot, Grace.  
 Wolcott, Nellie.  
 Wolcott, Ida.

TOTAL, 28

**Second Grade.**

Avery, Florence.  
 Avery, Blanche.  
 Avery, Bell.  
 Barrows, Grace.  
 Button, Leon.  
 Crane, Bessie.  
 Gleason, Paul.  
 Greenleaf, Dorothy.  
 Hamilton, Ernest.  
 Henry, Maud.  
 Jeffrey, Christine.  
 McBain, Flora.

Munson, Edith.  
 Omans, Gladys.  
 Osborn, Leon.  
 Parmelee, Grace.  
 Sampson, Roy.  
 Santora, Mary.  
 Schrieffler, Emma.  
 Sherman, Grace.  
 Smith, James.  
 Stone, Donald.  
 Stuber, George.  
 Upson, Leon.

TOTAL, 24

**First Grade.**

Anderson, Tracy.  
 Barrows, Lena.  
 Benguard, Hilda.  
 Berry, Ralph.  
 Boyd, Grace.  
 Crane, George.

Cronk, Eddie.  
 Evarts, Bessie.  
 Freeman, Bernard.  
 Gantley, Lucy.  
 Gardener, Willie.  
 Gardener, Pearl.

Gass, Hazel.	Munson, Amelia.
Genio, John.	Myers, Willie.
Hamilton, Raymond.	Norton, Warner.
Harter, Clifford.	Omans, Elaine.
Henry, Blanche.	Parsons, Edith.
Hosford, Lillie.	Radway, Ruth.
Houghton, Calvin.	Richards, Robert.
Howard, Clive.	Sampson, Mildred.
Huntley, Helen.	Santora, Annie.
Letson, Jessie.	Santora, Lucy.
Lindsley, Nellie.	Sherman, Carl.
Lowell, Lloyd.	Sprague, Frank.
Mahar, Francis.	Stevens, Bertha.
Mahar, Marie.	Stevens, Henry.
Maloy, Olive.	Taylor, Henry.
McCarthy, Frank.	Upson, Frank.
Menter, William.	Watson, Max.
Miller, Gladys.	Wiedman, Cora.
Moore, Earl.	Woodruff, George.
	TOTAL, 50

### Summary.

HIGH SCHOOL, . . . . .	136
TRAINING CLASS, . . . . .	22
EIGHTH GRADE, . . . . .	18
SEVENTH GRADE, . . . . .	31
SIXTH GRADE, . . . . .	34
FIFTH GRADE, . . . . .	29
FOURTH GRADE, . . . . .	25
THIRD GRADE, . . . . .	28
SECOND GRADE, . . . . .	24
FIRST GRADE, . . . . .	50
Total, . . . . .	397
Deduct, . . . . .	22
Total registration, . . . . .	375

### Calendar for School Year 1899-1900.

First quarter opens September 4th.  
First quarter closes November 10th.  
Second quarter opens November 13th.  
Holiday recess, December 22d to January 2d.  
Regents' examinations, January 22-26.  
Second quarter closes January 26th.  
Third quarter opens January 29th.  
Regents' examinations, March 28-30.  
Third quarter closes April 6th.  
Easter recess, April 7-16.  
Fourth quarter opens April 16th.  
Regents' examinations, June 11-15.  
Fourth quarter closes June 15th.  
Commencement exercises, June 20th.

---

### Tuition.

Common English, including Physiology, per quarter, . . . . .	\$3.75
Academic and Latin English Course, per quarter, . . . . .	4.50
Classical Course, per quarter, . . . . .	6.00
Senior Grammar Course, per quarter, . . . . .	3.00
Junior Grammar Course, per quarter, . . . . .	2.25
Intermediate Course, per quarter, . . . . .	1.50
Primary Course, per quarter, . . . . .	1.00

## General Information.

MEXICO ACADEMY was founded in 1826, and for seventy-three years it has had an honorable record as an academic school of the highest grade. In its long list of alumni it can point with honest pride to many distinguished names. But the trend of the educational system of the State of New York has been, in recent years, toward academic schools under public control, rather than in favor of those supported wholly or in part by private funds. It was, therefore, deemed best to combine the three village schools of Mexico with the Academy into an Academic Union School, and in September, 1895, this change was effected. The Academy building is used for all the purposes of the school. The grammar department occupies the first floor, the academic department the second and third floors.

### LOCATION AND BUILDING.

Mexico is a beautiful village of 1200 inhabitants, distinguished for its healthfulness, intelligence, and morality. With abundant facilities for recreation, the student is free from undue distraction in his work, and is prompted to industry by every legitimate incentive; and while no place is absolutely free from evil to such as persistently seek it, the temptations to vice and dissipation are here at a minimum, and are utterly discountenanced, not merely by the discipline of the school, but also by the general sentiment of the students and of the neighborhood. Mexico is situated on the Rome, Watertown & Ogdensburg Division of the New York Central & Hudson River Railroad, 15 miles from Oswego and 35 miles from Syracuse.

The Academy building is a brick edifice 100 feet long, 50 feet wide and three stories high. Since the consolidation of the school systems of Mexico in 1895, it has been refitted and refurnished. New and commodious recitation rooms have been added, the heating apparatus has been enlarged, so that it is now one of the largest and best arranged school buildings in Northern New York.

### EQUIPMENT.

The library contains 2500 volumes and pamphlets, and has been recatalogued according to the Dewey system. Over 500 volumes of recent standard literature have been added to it during the past two years. By the will of Miss Lucy N. Curtiss, formerly a student in the Academy, the sum of \$1,000 has been given to the Board of

Education to be used in further equipping the library. The physical and chemical laboratory is equipped for work in the sciences. A finely mounted skeleton has recently been added to this apparatus.

#### COURSES OF STUDY.

There are three courses of study—the Classical, the Latin-Academic, and the Academic or English. These contemplate four years of academic work, but can be completed by hard work in less time. These courses prepare fully for college, and it is worthy of note that Mexico Academy has more students in the different colleges than any other school in this section of the State. An outline of these courses is given on another page of this Annual.

Non-resident students who are not able to pursue a regular course, are allowed, with the approval of the Principal, to select such subjects as may be needed by them. It is, however, strongly recommended that they choose some course and, if possible, finish it.

Resident students are required, so far as practicable, to conform to the prescribed course of study. The work of the school is organized and carried on in harmony with the work, examinations, and regulations of the Regents of the University of the State of New York as outlined in the Syllabus of 1895.

#### PROMOTIONS AND GRADUATION.

Promotions from grade to grade are based on daily class work, review of test examinations given monthly, and term examinations.

In the academic department the Regents' examinations are used as a partial method of ascertaining the advancement of the pupils. However, mental growth can and will be measured more particularly by the daily recitations. The Regents' diploma of 48 academic counts, together with the preliminary certificate, is the standard required for graduation. Class honors are awarded as a result of standings attained in daily recitations and in Regents' examinations, together with the number of Regents' counts earned.

#### DISCIPLINE.

It is earnestly desired that students may be influenced to good conduct and diligence by higher motives than fear of punishment. The sense of duty and honor, the courtesy and generous feeling natural to youth, are appealed to as the best regulations of conduct. It is the policy of the government to allow in all things as much liberty as will not be abused, and the students are invited and expected to co-operate with the Faculty; but good order and discipline will be strictly maintained, and misconduct punished by adequate penalties.

## Outline of Work in Academic Department.

It is impossible in the brief space allotted here to give more than a skeleton outline of the method and purpose of instruction in the different studies.

### ENGLISH.

The English required is that of the Regents courses—Advanced English, English Composition, Rhetoric, English Literature, American Literature, and Selections. In this work the main purpose is to give the pupils the ability to write clear, forcible, and correct English. Each student is required to prepare oral or written work for chapel rhetoricals which are held at stated intervals. An annual prize contest in declamation and recitation is held during the spring term. This is open to all students who have evinced fitness in their elocutionary drills. The excellent library of the Academy, containing nearly 2500 volumes, to which the students have access, is of especial value to the work in the English department.

### HISTORY AND CIVICS.

Believing that the fundamental principles of good citizenship are based on a thorough knowledge of American History and a familiarity with the practical works of our own government, a careful study of History, Civics, and Economics is made with this end in view.

### GREEK AND LATIN.

It is the aim in this department to give the students a practical understanding in Latin and Greek. A careful study of these languages gives a mental training to be secured in no other way, and special care is exercised in leading pupils to see and feel the value of a knowledge of these languages.

Much attention is given to systematic drill in constructions and forms. An intelligent understanding of the authors read is sought, and the practice of writing Greek and Latin continues throughout the course. Pupils are encouraged to select from the library works bearing on the history and customs of the Greeks and Romans.

### MODERN LANGUAGES.

There is a growing conviction among educators of to-day that a careful, thorough study of the modern languages gives as much discipline and culture to the student as does the study of the ancient classics. And there is little doubt that more practical knowledge can be derived from an acquaintance with German or French than

with their remote antecedents, Latin and Greek. The course in modern languages is designed to meet the wants of those who wish to become acquainted with the grammatical structure of the languages to secure a good reading knowledge of them.

#### MATHEMATICS.

Instruction is given in Arithmetic, Bookkeeping, Algebra, and Geometry. Much more importance is attached to the underlying principles than to meaningless rules. In the first two subjects the aim is to give a practical business training. The higher mathematics are taught not so much to impress facts as to give mental discipline and develop the reasoning faculties.

#### SCIENCE.

The apparatus for teaching the sciences is ample for all practical purposes, and students in these classes are uniformly successful. In these subjects the students submit note-books and other evidence of individual work. During the year a Spencer microscope and models of the eye, ear and heart have been added to the equipment of this department.

---

### Primary and Grammar Departments.

It is the purpose of the Board of Education to equip these vitally fundamental departments in the very best way possible—by securing thoroughly competent and efficient teachers, and by using the latest and best text-books and appliances. If the school has done noticeably excellent work in the academic department, it has done equally as well in the lower departments; in fact, we believe it is largely due to the correct work done here that the results in the academic department have been made possible.

Parents are not only invited but urged to consult freely with the teachers concerning the progress and welfare of their children while in school. Especial attention has been given during the year toward supplying the grades with suitable supplementary reading material.

---

### Board.

Board and rooms can be obtained in the village for a reasonable sum, and where students desire to board themselves pleasant rooms can be secured for that purpose.

Students from out of town must be under the control of the school authorities, and it is hoped that all parents will co-operate with the teachers in establishing wholesome home regulations.

A list of suitable boarding places can be found at the Principal's office. For further details address the Principal.

### Teachers' Training Class.

Mexico Academy holds an appointment to instruct a training class for common-school teachers. The members of the class are seated by themselves and have three recitations daily, besides observation and practice work. The tuition is free. Teachers trained here in Mexico have plenty of the best practice teaching, and by the time of graduation have obtained at least an insight into the methods, duties, and responsibilities of teaching. Aside from the general library of the school, containing about 2500 volumes, to which all students have access, there has been established a training-class library for the use of the class. This library consists of about one hundred volumes of standard and carefully selected educational and pedagogical books. The qualifications for admission to the class are:

*First*—A candidate must be at least seventeen years of age at the time of entrance.

*Second*—Must have the moral character, talent, and aptness necessary to succeed in teaching.

*Third*—Must pledge to remain in the class a year, unless prevented by sickness or excused.

*Fourth*—Must hold at least a third-grade certificate and a standing of at least 60 per cent in Civics under the uniform examination; or must hold, under the Regents, a preliminary certificate and fourteen academic counts, four of which must be in English, two in American History, two in Civil Government, two in Physiology, and the other four optional.

### Course of Study.

#### FIRST TERM.

*First Period.*—Arithmetic—subject-matter and methods.

*Second Period.*—School management (including art of questioning), school law, and reading—subject-matter and methods.

*Third Period.*—History of education and drawing.

#### SECOND TERM.

*First Period.*—Language and grammar—subject-matter and methods.

*Second Period.*—Geography—subject-matter and methods; physiology and hygiene—subject-matter and methods.

*Third Period.*—This period may be devoted to a review of the work necessary to the final examination, or to special work in psychology and principles of education.

## EXAMINATIONS.

Special examinations for the members of the training class will be held in January and June, and those members who attain the standing required for certificates of the second grade and in the additional professional subjects prescribed for training classes, will receive certificates known as "Training-Class Certificates," which are valid for three years. At the end of three years' successful teaching, such certificates are renewable the same as first-grade certificates. As a first-grade certificate is practically good for life, it will be seen that members of the training class possess exceptional advantages for professional training and advanced scholarship.

The Department of Public Instruction has raised the standard of admission to training classes, increased the time and period of instruction, and has appointed only those schools which are fully qualified to comply with all the rigid regulations and impart first-class instruction. The work of the training class in Mexico Academy has received especial commendation from the State Department, and it is the intention to maintain it at the highest possible standard of excellence. For the past two years 75 per cent of the members of this class have received life certificates.

Teachers and students desiring professional training are invited to correspond with the Principal with reference to the work of this department. As the number admitted to the class is limited to twenty-five, those who desire to enter should make early application. Free tuition is given to all members of this class.

## Course of Study for the Academic Department.

### FIRST YEAR—JUNIOR ACADEMIC.

*The same for all courses.*

FIRST TERM.—Arithmetic, United States History, Advanced English, Physical Geography.

SECOND TERM.—Arithmetic, United States History, Advanced English, Physical Geography.

THIRD TERM.—Civics, English Composition, Drawing, 2p., Physiology.

FOURTH TERM.—Civics, English Composition, Drawing, 2p., Physiology.

### Classical Course.

#### SECOND YEAR.

FIRST TERM.—Latin Lessons, Algebra, Rhetoric, New York History.

SECOND TERM.—Latin Lessons, Algebra, Rhetoric, New York History.

THIRD TERM.—Latin Lessons, Algebra, American Literature, Botany.

FOURTH TERM.—Cæsar, Algebra, American Selections, Botany.

#### THIRD YEAR.

FIRST TERM.—Cæsar, Greek Lessons, Geometry, Greek History, 2p.

SECOND TERM.—Cæsar, Greek Lessons, Geometry, Greek History, 2p.

THIRD TERM.—Cæsar, Greek Lessons, Geometry, Roman History, 2p.

FOURTH TERM.—Cicero, Anabasis, Geometry, Roman History, 2p.

#### FOURTH YEAR.

FIRST TERM.—Cicero, Anabasis, English Literature with English Reading, English History, 3p., or Astronomy, 3p.

SECOND TERM.—Cicero, Anabasis, English Literature with English Reading, English History, 3p., or Astronomy, 3p.

THIRD TERM.—Virgil, Iliad, English Literature with English Reading, Economics, 3p., or Geology, 3p.

FOURTH TERM.—Virgil, Iliad, English Literature with English Reading, Economics, 3p., or Geology, 3p.

### Latin-Academic Course.

#### SECOND YEAR.

The same as the Classical Course.

## THIRD YEAR.

FIRST TERM.—Cæsar, Geometry, Physics, Greek History, 2p.

SECOND TERM.—Cæsar, Geometry, Physics, Greek History, 2p.

THIRD TERM.—Cæsar, Geometry, Roman History, 2p., Advanced Physics or Chemistry.

FOURTH TERM.—Cicero, Geometry, Roman History, 2p., Advanced Physics or Chemistry.

## FOURTH YEAR.

FIRST TERM.—Cicero, German or French, English Literature with English Reading, 3p., English History, 3p., or Astronomy, 3p.

SECOND TERM.—Cicero, German or French, English Literature with English Reading, 3p., English History, 3p., or Astronomy, 3p.

THIRD TERM.—Virgil, German or French, English Literature with English Reading, 3p., Economics, 3p., or Geology, 3p.

FOURTH TERM.—Virgil, German or French, English Literature with English Reading, 3p., Economics, 3p., or Geology, 3p.

## Academic Course.

## SECOND YEAR.

FIRST TERM.—Algebra, Rhetoric, New York History, German.

SECOND TERM.—Algebra, Rhetoric, New York History, German.

THIRD TERM.—German, Algebra, American Literature with American Selections, Botany.

FOURTH TERM.—German, Algebra, American Literature with American Selections, Botany.

## THIRD YEAR.

FIRST TERM.—Geometry, Physics, German, Greek History, 2p.

SECOND TERM.—Geometry, Physics, German, Greek History, 2p.

THIRD TERM.—Geometry, Advanced Physics or Chemistry, German, Roman History, 2p.

FOURTH TERM.—Geometry, Advanced Physics or Chemistry, German, Roman History, 2p.

## FOURTH YEAR.

FIRST TERM.—German or French, English Literature with English Reading, 3p., English History, 3p., Bookkeeping, 3p., or Astronomy, 3p.

SECOND TERM.—German or French, English Literature with English Reading, 3p., English History, 3p., Bookkeeping, 3p., or Astronomy, 3p.

THIRD TERM.—German or French, English Literature with English Reading, 3p., Economics, 3p., Geology, 3p.

FOURTH TERM.—German or French, English Literature with English Reading, 3p., Economics, 3p., Geology, 3p.

## Regents' Studies.

The following are Regents' Studies. The number prefixed to each subject shows how many counts are allowed that subject. Studies printed with a star are those in which examinations are held in June only. Any desiring further knowledge in regard to the work required by the Regents or the courses of study, are requested to confer with or write to the Principal:

### Preliminary Studies.

Reading.	Spelling.	Arithmetic.
Writing.	Elementary English.	Geography.

### Academic Studies.

#### GROUP 1 — Language and Literature.

##### ENGLISH.

- 4 \*English, 1st year *a*.
- 4 \*English, 2d year *a*.
- 4 \*English, 3d year *a*.
- 2 Advanced English.
- 2 English Composition.
- 2 Rhetoric.
- 2 English Literature.
- 2 American Literature.
- 2 English Reading.
- 2 Special Reading Courses 1-8.
- 2 English Selections.
- 2 \*English Prose.
- 2 \*English Poetry.
- 2 American Selections.
- 2 German Classics in English.
- 2 French Classics in English.
- 2 Latin Classics in English.
- 1 \*Greek Classics in English.

##### MODERN FOREIGN.

- 4 German, 1st year.
- 4 German, 2d year.
- 4 German, 3d year.
- 4 French, 1st year.
- 4 French, 2d year.
- 4 French, 3d year.

##### ANCIENT.

- 4 Latin, 1st year *b*.
- 4 \*Latin, 2d year *c*.
- 4 Caesar's Commentaries.
- 4 \*Latin, 3d year *c*.
- 2 Sallust's Cataline.
- 2 Cicero's Orations.
- 1 \*Ovid's Metamorphoses.
- 4 Virgil's *Aeneid*.
- 1 \*Virgil's Eclogues.
- 1 Latin Prose Composition.
- 4 Greek, 1st year *b*.
- 4 \*Greek, 2d year *c*.
- 4 Xenophon's *Anabasis*.
- 2 Homer's *Iliad*.
- 4 \*Greek, 3d year *c*.
- 1 Greek Prose Composition.

#### GROUP 2 — Mathematics.

- 2 Advanced Arithmetic.

#### 4 Algebra.

- 2 Advanced Algebra.
- 4 Plane Geometry.
- 2 Solid Geometry.
- 1 Plane Trigonometry.
- 1 \*Spheric Trigonometry.

#### GROUP 3 — Science.

##### PHYSICAL.

- 2 Astronomy.
- 2 Physics, part 1.
- 2 Physics, part 2.
- 2 Chemistry, part 1.
- 2 Chemistry, part 2.

##### GEOLOGIC.

- 2 Physical Geography.
- 2 Geology.

##### BIOLOGIC.

- 2 Botany.
- 2 Zoology.
- 2 Physiology and Hygiene.

#### GROUP 4 — History and Social Science.

- 2 General History.
- 1 Greek History.
- 1 Roman History.
- 2 English History.
- 2 United States History.
- 2 \*First Reading Course in United States History.
- 2 \*Second Reading Course in United States History.
- 2 New York History.
- 2 Civics.
- 2 Economics.

#### GROUP 5 — Other Studies.

- 2 \*Stenography, 50 words per minute.
- 1 \*Stenography, 75 " " "
- 1 \*Stenography, 100 " " "
- 2 Bookkeeping.
- 2 \*Home Science.

##### FORM STUDY AND DRAWING.

- 2 Drawing.
- 2 Advanced Drawing.

*a* Offers as a substitute for all other English branches except the special reading courses. No extra counts will be given to those who pass both in the first and second year English, and in Advanced English, English Composition, Rhetoric, and English Reading.

*b* In first-year Latin and Greek, candidates may take the separate examinations, or defer it and receive eight counts for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for first year's work and to take a separate examination in Cæsar and Anabasis rather than have eight counts dependent on a single trial.

*c* Latin, second year, and Greek, second year, is offered as a substitute for Cæsar or the Anabasis; Latin, third year, and Greek, third year, are essentially slight translations.

### Regents' Credentials.

1. PASS CARD—Any subject.

2. PRELIMINARY (PRE-ACADEMIC) CERTIFICATE—Reading, Writing, Spelling, Elementary English, Arithmetic, Geography.

3. MEDICAL STUDENT CERTIFICATE (also Dental Student Certificate and Veterinary Student Certificate)—For degrees conferred in 1900 and thereafter, 48 academic counts, or a full high school course is required.

4. LAW STUDENT CERTIFICATE (Arithmetic and 24 counts)—Advanced English, English Composition, first-year Latin, Arithmetic, Algebra, Geometry, English History, United States History, Civics, Economics, or any 48 academic or higher (not including professional or technical) counts.

5. ACADEMIC CERTIFICATES—All preliminaries and any 24, 36, 48, 60, etc., counts, if one-sixth of the first 24, 36 and 48 counts are in English.

The number of counts that each subject represents is given in the table of groups. For 24 counts a two-year certificate will be issued, and for 36, 48, etc., counts, a three, four, etc., year certificate will be issued. A new certificate will be given when 12 additional counts, which represents a full year's work, are earned.

FIRST-YEAR CERTIFICATE—No certificate is issued for 12 counts unless it includes Advanced English (*a*) and English Composition (or first-year English), United States History, and Drawing, and either four counts in Mathematics, or Physiology and Hygiene and two optional counts.

6. ACADEMIC DIPLOMA—All preliminary and any 48 counts, if not less than eight are in English and not less than six from each of second, third and fourth groups.

---

*a* The first year in any foreign language may be substituted for Advanced English and English Composition, or for first-year English in the first-year certificate.

**ADVANCED DIPLOMA**—This single diploma provides for all academic courses longer than the regular 48-count course, covered by the academic diploma above. It is issued only to those who have earned the regular 48-count diploma and 12, 24 or 36 counts in addition. On its face are specified the total counts (which must be in even twelves) that give it its name; *e. g.*, one holding an academic diploma and earning 24 extra counts, would receive a "six-year advanced academic diploma," instead of a six-year certificate, which is less prized because it might be secured by one who had not taken a balanced course and had perhaps omitted entirely one or even two of the great groups of studies.

**HONOR**—When three-fourths of all the counts for any academic certificate or diploma are won by at least 90 per cent or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.

---

### Regents' Examinations.

Mexico Academy and High School has been placed on the list of high schools by the Board of Regents. This is the highest position attainable by a school of secondary grade. The Academy is bound to maintain this high standing, and pupils may rest assured that their work is in accord with the highest standard. Regents' examinations will be held on January 22-26, 1900; March 28-30, 1900, and June 11-15, 1900.

### Daily Program.

JUNE, ALL (77) SUBJECTS. JANUARY, (54) SUBJECTS.

MONDAY.—9.15 A. M.—12.15 P. M.: German, 2d year; French, 2d year; *Virgil's Eclogues*, Advanced Arithmetic, Algebra, Advanced Drawing, *U. S. History*, *Reading Course 1*. 1.15—4.15 P. M.: Advanced English, *English, 1st year*; German, 3d year; French, 1st year; French, 3d year; *Sallust's Cataline*, *Roman History*, *U. S. History*, *Reading Course 2*.

TUESDAY.—9.15 A. M.—12.15 P. M.: Rhetoric, *English, 2d year*; English Selections, Arithmetic, Advanced Algebra, Botany, Greek History. 1.15—4.15 P. M.: *English Prose*, *Virgil's Aeneid*, *Latin, 3d year*; *Spheric Trigonometry*, Physical Geography, Civics, Economics.

WEDNESDAY.—9.15 A. M.—12.15 P. M.: Writing, Elementary English, *English Poetry*, Plane Geometry, Chemistry, part 1; New York History, *French History*. 1.15—4.15 P. M.: Spelling, English Composition, English Literature, *English, 3d year*; American Selections, *Ovid's Metamorphoses*, Zoology, Bookkeeping.

THURSDAY.—9.15 A. M.—12.15 P. M.: American Literature, *German Classics*, German, 1st year; Greek, 1st year; Plane Trigonometry,

U. S. History, *Stenography*. 1.15-4.15 P. M.: *French Classics*, Cæsar, *Greek*, 3d year; Homer's *Iliad*, *Latin*, 2d year; Astronomy, Chemistry, part 2; English History.

FRIDAY.—9.15 A. M.-12.15 P. M.: *Latin Classics*, Latin, 1st year; Xenophon's *Anabasis*, *Greek*, 2d year; Physics, part 2; General History, *Home Science*, Drawing. 1.15-4.15 P. M.: English Reading, *Greek Classics*, Cicero's *Orations*, Solid Geometry, Physics, part 1; Geology, Physiology and Hygiene, *Advanced U. S. History*.

Examinations in the subjects in *Italics* are given only in June.

#### MARCH.

WEDNESDAY.—9.15 A. M.-12.15 P. M.: Advanced English, Plane Geometry, New York History. 1.15-4.15 P. M.: Spelling, English Composition, Civics, Bookkeeping.

THURSDAY.—9.15 A. M.-12.15 P. M.: German, 1st year; Algebra, U. S. History, *Stenography*. 1.15-5.15 P. M.: Writing, Elementary English, Cæsar, Physical Geography, English History.

FRIDAY.—9.15 A. M.-12.15 P. M.: Rhetoric, Latin, 1st year; Drawing, Arithmetic. 1.15-4.15 P. M.: Physics, Geography, Physiology, Economics.

### Special Topics for Examinations, 1900.

JANUARY.—*General History*: Provisions and effects of treaties of Utrecht and Rastatt. *Greek History*: Religion of Greece. *Roman History*: Reign of Tiberius. *English History*: Reign of Henry III. *United States History*: Polk's administration. *English Literature*: George Eliot's "Silas Marner." *American Literature*: Cooper's "Last of the Mohicans."

MARCH.—*English History*: Reign of Edward I. *United States History*: Administrations of Taylor, Fillmore and Pierce.

JUNE.—*General History*: Wars of Frederick the Great. *Greek History*: Period of colonization. *Roman History*: From death of Tiberius to death of Claudius. *English History*: Reigns of Edward II. and Edward III. *French History*: From death of Philip Augustus to accession of Philip III. *United States History*: Buchanan's administration. *Advanced United States History*: French explorations and settlements in the West and South. *English Literature*: Shakespeare's "Macbeth." *American Literature*: Longfellow's "Tales of a Wayside Inn."

#### WORKS FROM WHICH SUBJECTS FOR ENGLISH ESSAYS WILL BE SELECTED, 1900.

NOTE.—One or more general subjects will be given at each examination for the benefit of students who may not have read the works from which the special subject is taken. But teachers should consult "Academic Syllabus," p. 293.

*Elementary English*: Longfellow's "Evangeline," or Burroughs's "Birds and Bees" and Warner's "A-hunting of the Deer."

*Advanced English*: Scott's "Marmion" or "Lay of the Last Minstrel." *English Composition*: Irving's "Sketch Book." *Rhetoric*: Hawthorne's "Twice-told Tales," or Holmes's "Autocrat of the Breakfast Table."

<sup>a</sup> The quotations on which questions in grammar will be set for Advanced English will be taken from Hawthorne's "Great Carbuncle."

TO BE MEMORIZED :

*American Literature*: Whittier's "Prayer of Agassiz" and Lowell's "To the Past." *First-year German*: Uhland's "Das Schloss am Meere," Heine's "Die Lorelei." *Second-year German*: Schneckenburger's "Die Wacht am Rhein," Rückert's "Barbarossa." *Third-year German*: Goethe's "Gesang der Geister über den Wassern," Schiller's "Die Hoffnung." *First-year French*: Boucher de Perthes's "La Petite Mendiante," Leconte de Lisle's "Trois Fils d'Or," Bourget's "Beau Soir." *Second-year French*: Alfred de Musset's "Les Deux Routes," Sully Prudhomme's "Le Vase Brisé," Gautier's "La Source." *Third-year French*: Beranger's "Les Souvenirs du Peuple."

ENGLISH READING—SUBJECTS FOR THE ACADEMIC YEAR BEGINNING AUGUST 1, 1899.

1. *Reading*: Dryden's "Palamon and Arcite;" Pope's "Iliad," Books 1, 6, 22 and 24; Addison's "Sir Roger de Coverley Papers;" Goldsmith's "Vicar of Wakefield;" Scott's "Ivanhoe;" De Quincey's "Flight of a Tartar Tribe;" Cooper's "Last of the Mohicans;" Tennyson's "Princess;" Lowell's "Vision of Sir Launfal."

2. *Study and Practice*: Shakespeare's "Macbeth;" Milton's "Paradise Lost," Books 1 and 2; Burke's "Speech on Conciliation with America;" Macaulay's "Essays on Milton and Addison."

## Course of Study for the Grades.

### FIRST GRADE—FIRST TERM.

**Reading.**—Sentence, word and phonic method combined. Cyr Primer.

**Arithmetic.**—All combinations from one to five inclusive.

**General Lessons.**—Kinds of food and drink best fitted for children. How to eat. Drinks which are injurious, and why. Cleanliness in dress and person. General care of the health. Exercise, how and when to take it.

**Drawing.**—Teach six primary colors. Of the solids, teach sphere, cube and cylinder. Teach the meaning of the terms edge, surface, corner, curved and plane faces. In connection with drawing develop the ideas of direction and position. Alternate this work with the general lessons, giving the drawing during the fall, when the colors are brightest.

### SECOND TERM.

**Reading.**—Cyr Primer completed and Cyr First Reader begun. Spelling in connection with reading. Teach at least two new words a day.

**Arithmetic.**—Combinations to ten. Teach objectively. Give plenty of busy work.

**General Lessons.**—Position, direction, right and left. Observation lessons.

**Writing.**—Teach formation of letters, position, in each term.

### SECOND GRADE—FIRST TERM.

**Reading.**—Complete Cyr's First Reader and commence Cyr's Second Reader.

**Spelling.**—From reading book.

**Arithmetic.**—Combinations to fifteen; fractions—halves, thirds and fourths. Oral problems involving the four fundamental operations. All operations should be taught objectively first and then fixed by oral drill.

**General Lessons.**—Parts of body; necessity of keeping body in proper condition and position. Necessity for food and drink; care of hair, nails, hands, face, teeth.

**Drawing** (for year).—Review first year's work. Teach standard colors. In solids, teach the half-sphere, half-cylinder. Familiarize the child with the terms vertical, horizontal, oblique. Measurements, the inch up to foot. Practice work.

## SECOND TERM.

**Reading.**—Finish Cyr's Second Reader. If you have time, take up supplementary reading.

**Arithmetic.**—Combinations to twenty-five and Roman notation to twenty-five. Constant review of preceding work.

**General Lessons.**—Place, cardinal points, location of objects in school-room. Observation work continued. Short selections memorized—*e. g.*, "The Cloud." Drill in writing and spelling.

## THIRD GRADE—FIRST TERM.

**Reading.**—First half of Cyr's Third Reader. Teach the children something about the principal authors in the book—Lowell, Alcott, Holmes, and Harriet Beecher Stowe.

**Spelling.**—Begin the American Word Book.

**Arithmetic.**—Teach combinations from twenty-five to eighty-one. Fractions to tenths, using one as a numerator. Easy problems in mental arithmetic. Continue practical measurements, familiarizing pupil with the terms foot, yard and rod.

**Geography.**—Location, direction of objects; drawing plans of school-room, school-grounds, etc. Natural features of school district—soil, crops, climate, people, animals and manufactures. Teach children meaning of the terms hill, valley, plain, and the other natural divisions.

**Language.**—Picture lessons; correct use of such words as *is, are, was, were, have, has*.

**Writing.**—Spelling words carefully written, and in all written work insist on neatness and carefulness.

## SECOND TERM.

**Reading.**—Finish Cyr's Third Reader. Supplementary reading to be assigned.

**Spelling.**—The American Word Book to Section 62.

**Arithmetic.**—Addition, subtraction, multiplication; concrete work with analysis; mental arithmetic.

**Geography.**—Town and county studied in the same way as outlined for first term's work on school district.

**Language.**—Simple letter-writing; sentences containing this, these, that, those, saw, seen, did, done, go.

**Physiology.**—Oral lessons.

## FOURTH GRADE—FIRST TERM.

**Reading.**—Begin Cyr's Fourth Reader. Talks on the authors given—Scott, Hawthorne, Helen Hunt Jackson, Dickens, Tennyson, and Field. Memorize short selections from the reader.

**Arithmetic.**—Reading and writing numbers of three periods; Roman notation to one hundred; United States money; begin division; mental arithmetic.

**Spelling.**—The American Word Book from Section 62 to Section 80. Do not confine spelling work to the text, but require all written work to be correctly spelled.

**Geography.**—Discontinue synthetic method of teaching this subject and commence to teach analytically—the earth as a whole by the use of the globe. Teach motions of the earth, illustrating by means of spindle, etc.; then hemisphere, equator and zones. Illustrate and define the natural divisions of land and water. Description and location of the principal divisions on each continent.

**Language.**—Reproduction, letter-writing; use such words as went, gone, lie, lay, lain, sit, set, rise, raise, written in sentences.

#### SECOND TERM.

**Reading.**—Finish Cyr's Fourth Reader; supplementary work. Continue the practice of memorizing suitable selections. Refer to "Selections for Memorizing," Ginn & Co.

**Arithmetic.**—Reading and writing numbers of three periods, long division, oral fractions, Roman notation to one thousand, linear measure.

**Geography.**—Boundaries, grand divisions; location of important cities, mountains, rivers; map drawing.

**Language.**—Preceding term's work continued; common abbreviations.

**Physiology.**—Blaisdell's Child's Book of Health, complete.

**Spelling.**—The American Word Book, Section 90 to Section 100.

**Writing** (for year).—The D. C. Heath system.

#### FIFTH GRADE—FIRST TERM.

**Reading.**—American History Stories, Vol. II. Other supplementary readers to be supplied. Begin Cyr's Fifth Reader.

**Spelling.**—The American Word Book, Section 100.

**Arithmetic.**—Develop factor, multiple and common division. Teach like and unlike, simple and compound, composite and prime, odd and even, abstract and concrete. Milne's Elementary Arithmetic, fractions to multiplication.

**Geography.**—Review fourth year; general account of the grand divisions as regards soil, climate, productions, animals, commerce and people; map drawing; clay modeling, if possible.

**Language.**—Reproduction; simple letter-writing, invitations and orders for merchandise; possessives; oral and written exercises in

constructing and naming declarative, imperative and interrogative sentences.

SECOND TERM.

**Reading.**—Finish Cyr's Fifth Reader. Supplementary reading, and in connection with the language work selections memorized from standard authors.

**Language.**—Review first term's work; subject and predicate of sentences, modifiers.

**Arithmetic.**—Complete common fractions and general review. Continue drill throughout year in mental arithmetic.

**Geography.**—Special work on the political divisions of North and South America, Europe, Asia and Africa; rivers, mountains, cities; general history.

**Physiology.**—For the year, Blaisdell's study of bones, muscles, skin, teeth, and general care of the human body.

**Spelling.**—The American Word Book to Section 150.

**Writing.**—The same as for fourth year.

SIXTH GRADE—FIRST TERM.

**Reading.**—The Baldwin Fifth Reader. Supplementary reading to be supplied.

**Spelling.**—The American Word Book, Section 150 to Section 200.

**Language.**—Stories reproduced, descriptions, letter-writing, possessives; selections memorized from standard literature.

**Arithmetic.**—Review of common fractions, decimals, mental arithmetic.

**Geography.**—Review mathematical geography. Special work on divisions of North America, the United States in particular. This will probably require more than first term.

**Physiology.**—Review, for year's work, fifth year's work. Complete Blaisdell's "How to Keep Well."

SECOND TERM.

**Reading.**—The Baldwin Fifth Reader, with supplementary work.

**Spelling.**—The American Word Book.

**Language.**—Analysis for composition; analysis of sentences, simple, compound and complex; correct forms of speech; separation of sentence into its elements; study parts of speech.

**Arithmetic.**—Review. Teach compound numbers as far as measurements.

**Geography.**—Review. Teach New York State.

## SEVENTH GRADE—FIRST TERM.

**Reading.**—“Evangeline,” “Rip Van Winkle” and “Legend of Sleepy Hollow,” “Tom Brown at Rugby.”

**Spelling.**—The American Word Book. Written and oral, from all text books.

**Grammar.**—Review of sentences as to use; the sentence; subject, predicate and modifiers; word, phrase and clause; parts of speech and their modifications, except case, declension, mode and tense.

**Arithmetic.**—Review of previous work in compound numbers. Begin at measurements and complete compound numbers.

**Geography.**—Special work on South America, Europe and Asia, paying especial attention to the physical and commercial features of the countries of these continents.

**Physiology.**—Review. Study as special topic circulation and respiration.

## SECOND TERM.

**Reading.**—See preceding term.

**Spelling.**—See preceding term.

**Grammar.**—Review of previous term's work. Sentences as to form, case, declension; simple rules of syntax, parsing.

**Arithmetic.**—Review of previous term's work. Percentage, profit and loss, insurance, commission, duties and customs, taxes.

**Geography.**—Africa, Oceanica; standard time and general review.

## EIGHTH GRADE—FIRST TERM.

**Arithmetic.**—Review percentage and its applications as taught in previous term's work. Teach interest, partial payments, discount, bank discount, stocks, commission, brokerage, ratio and proportion, partnership.

**Grammar.**—Teach whatever of technical grammar has not been taught in seventh grade. Drill on conjugations of verbs, especially in passive voice. Review and application of mode and tense, infinitives and participles. Analysis of sentences. Drill in composition work.

**Geography.**—Review of whole subject, giving especial attention to mathematical and commercial geography, and to the geography of New York State. Prepare for the Regents' examination in January.

**Physiology.**—First ten weeks—nervous system and special senses. Review of whole subject, with special attention to hygiene and practical rules of health.

**United States History.**—Begin the subject when work on physiology is closed. Early inhabitants, discoveries and explorations; colonial period to the revolution.

**Drawing.**—Drawing to be given throughout the year. Preparation for the Regents' examination in March.

**General Lessons.**—Discussion of current events, nature study, or elementary science, drill in spelling, writing from dictation, etc.

**Spelling.**—Prepare for Regents' examination in January.

#### SECOND TERM.

**Arithmetic.**—Rapid review of percentage and its applications and other work of previous term. Involution, evolution, square root—applications of same to mensuration. Review denominate numbers and teach metric system. General review of whole subject.

**Grammar.**—Review of whole subject, giving special attention to composition work, analysis and parsing. Drill in the uses of capital letters, punctuation marks, diacritical marks, abbreviations, prefixes, suffixes, stems. Prepare the special topic required by the Regents' drill. Take the Regents' examination in June.

**United States History.**—Review from the beginning, and complete up to the civil war.

Course of reading in history, biography and classic literature, with written reviews by those who have completed geography.

General lessons as in previous term.

### Suggestions to Teachers.

Care for the health of pupils; have them sit and stand erect; give instruction in the care of the eyes, ears and teeth.

Do not allow pupils to do careless work; be thorough.

There should be frequent reviews; let each lesson be a lesson in language; attention should be given in all the grades to letter-writing.

Be sure that each pupil understands the point explained.

Teach pupils to think, to see, to be original and self-reliant, and to cultivate self-respect and self-control.

Especial attention should be given to the selection of good books suitable to each grade for general reading. Make pupils familiar with the names of the best authors and with their best works.

By frequent allusion to current events, efforts should be made to stimulate a desire for daily reading, and to keep pupils posted upon the important questions and events of the day.

Require pupils to be neat and clean both in dress and person.

Inculcate lessons of truth, purity, justice, honor, humanity, courage, politeness, temperance, and patriotism.

Place especial emphasis upon drill in mental arithmetic in all grades of the school.

An important part of the work in spelling consists in gathering up and drilling on words misspelled in the written work. A daily exercise on this basis should be given.

Careful attention to the formation of words assists greatly. Teach spelling both orally and in writing.

## Rules and Regulations.

### ARTICLE I.

*Departments.*—The public schools of District No. 7 of Mexico, N. Y., shall consist of three departments, viz.: Academic, Pre-academic, and Grade—from 1st to 7th, both inclusive.

The pre-academic is intended for advanced grade pupils, and for non-resident students until they have the Regents' preliminary certificate.

### ARTICLE II.

*Sessions.*—The school year is divided into four terms of ten weeks each; for the purpose of Regents' examinations, into two terms of twenty weeks each.

*Tuition.*—Students whose parents are not actual residents of the school district are required to pay a tuition fee of \$6.00 per quarter for classical course; \$4.50 per quarter for academic and Latin-English course; \$3.75 per quarter for common English; \$3.00 per quarter for 7th and 8th grades; \$2.25 per quarter for 5th and 6th grades; \$1.50 per quarter for 3d and 4th grades, and \$1.00 per quarter for 1st and 2d grades.

### ARTICLE III.

*Principal's Duties.*—The Principal shall, in addition to his teaching, visit, as often as consistent with his duties, each room and note the character of the instruction and discipline, point out defects, suggest improved methods, and see that the course of study and the directions of the Board are followed.

*Teachers' Meetings.*—He shall meet the teachers of the school as often as in his judgment is necessary to preserve system in the instruction and management of the school.

He shall examine into all reported cases of refractory conduct and carefully investigate complaints of parents.

He shall be responsible for the preservation and good condition of the building, and may make special rules for the same.

*Suspensions.*—He may suspend, subject to the approval of the Board, a pupil for persistent violation of the rules, or for flagrant misconduct, or one whose example is seriously injurious.

### ARTICLE IV.

*Teachers to Co-operate.*—All teachers shall see that the regulations and directions of the Board are faithfully carried out, and shall co-operate with the Principal in securing their full observance and in general supervision of the school premises.

*Punctuality.*—Teachers shall be in the school building at 8.45 A. M. and 1 P. M., and earlier on very cold or stormy days. They shall remain in their rooms while open for pupils, except in cases of emergency, and shall be responsible for the government of their rooms.

Teachers of departments shall not be absent from the room nor engage in other work during a recitation conducted by a special teacher, but shall maintain order and aid such special teacher in all ways.

*Condition of Rooms.*—Teachers are required to pay close attention to the temperature, ventilation and lighting of the school-rooms. Temperature below 68° or 70° Fahrenheit is thought to be injurious and should be avoided.

#### ARTICLE V.

*Order.*—Pupils are expected to be punctual, regular in attendance, orderly, obedient, diligent, and to refrain entirely from the use of tobacco in any form, and from profane, vulgar or obscene language on or about the school premises; also not to leave the school premises during a school session without the permission of their teacher. Any pupil guilty of gross violation of school discipline shall be liable to suspension or expulsion.

Any pupil who shall mark, cut, or in any way deface any school property, shall pay for repairing or replacing the same, and shall be subject to such further penalty as the school authorities see fit to inflict.

#### ARTICLE VI.

*Janitor's Attention.*—The janitor shall devote his entire time to the district, and shall have no other business or employment during such time as the school is in session, between the 1st day of September and the 1st day of the following July. He shall make and care for all fires and have the rooms properly warmed thirty minutes before nine o'clock in the morning, and shall frequently see the thermometer and control the temperature of the rooms during the day.

*Care at Recess.*—He shall exercise such oversight of the pupils about the school building before and after school and at times of recess as the Principal may direct.

*Cleaning.*—The janitor shall thoroughly cleanse the apartments twice a week by sweeping, dusting and thoroughly ventilating each room. No sweeping shall be done until the close of the afternoon session.

He shall daily inspect the closets and keep them clean, and shall immediately report all nuisances to the Principal.

**Text Books.**

*Algebra*—Milne's Inductive.  
*Arithmetic*—Milne's Elements.  
*Arithmetic*—Milne's Standard.  
*Arithmetic, Advanced*—Robinson's.  
*Astronomy*—Young's.  
*Bookkeeping*—Montgomery.  
*Botany*—Gray, School and Field.  
*Civics*—Young's.  
*Chemistry*—Williams.  
*Drawing*—Thomson's.  
*English, Advanced*—Maxwell.  
*English, Elementary*—Maxwell.  
*English Composition*—Welsh.  
*French, First Year*—Edgrens.  
*Geography*—Barnes.  
*Geology*—Dana.  
*Geometry, Plane*—Wentworth.  
*Geometry, Solid*—Wentworth.  
*German Grammar*—Joynes-Meissner.  
*Greek Grammar*—Goodwin.  
*Greek Lessons*—Gleason and Atherton.  
*Greek (Anabasis)*—Harper and Wallace.  
*Greek (Iliad)*—Keep.  
*History (American)*—Barnes.  
*History (New York)*—Hendricks.  
*History (English)*—Montgomery.  
*History (Greek)*—Myers.  
*History (Roman)*—Myers.  
*Latin (Grammar)*—Allen & Greenough.  
*Latin (Beginner's Book)*—Jones.  
*Latin (Cæsar)*—Allen & Greenough.  
*Latin (Cicero)*—Allen & Greenough.  
*Latin (Virgil)*—Allen & Greenough.  
*Literature (American)*—Watkins.  
*Literature (English)*—Shaw-Backus.  
*Physics*—Avery's School.  
*Physical Geography*—Housten.  
*Physiology*—Hutchinson.  
*Physiology, Grades*—Blaisdell.  
*Reading (Series)*—Cyr.  
*Rhetoric*—Hill.  
*Spelling*—American Word Book.  
*Writing (Vertical Series)*—Newlands.

ANNIVERSARY SERMON,  
Sunday Evening, June 18, 1899,  
PROF. CHARLES W. HARGITT,  
Syracuse University.

SEVENTY-THIRD  
COMMENCEMENT EXERCISES  
—OF—  
**Mexico Academy and High School**  
Washington Hall, Mexico, N. Y.,  
THURSDAY, JUNE 22, 1899,  
AT 8 O'CLOCK P. M.

**Programme.**

Music, . . . . .	Orchestra
Invocation, . . . . .	Rev. George Bayless
Salutatory, . . . . .	Nina Generevere Bracy
Essay—“Women Novelists of New England,”	Marina Brown
Music, . . . . .	Orchestra
Oration—“True Manhood,”	Herbert A. Smith
Essay—“Brave Little Holland,”	Nina Generevere Bracy
Music, . . . . .	Orchestra
Declamation—“The Death of Garfield” (James G. Blaine), . . .	Charles Edward Elkins
Essay—“The Queen of the Adriatic,”	Edith Cora L. Ure
Valedictory, . . . . .	Herbert A. Smith
Music, . . . . .	Orchestra
Presentation of Diplomas.	
Benediction.	

EIGHTEENTH ANNUAL PRIZE CONTEST  
—OF—  
**Mexico Academy and High School**  
WASHINGTON HALL,  
MEXICO, N. Y.,  
Friday Evening, June 2, 1899.

**Programme.**

Music—Piano Solo, "Valse Des Fleurs," Eugene Ketterer  
Miss Lillian Longstreet.

Recitation—"The Whistling Regiment," James Clarence Harvey  
Cora V. Potter.

Declamation—"The Storming of Missionary Ridge," B. F. Taylor  
Curtiss W. Smith.

Recitation—"Cicily and the Bears," Lilliput Levee  
Allie D. Clark.

Music—Bass Solo, "The Raft," Pinsuti  
Mr. A. M. Becker.

Declamation—"The Blacksmith's Story," Frank Olive  
Perl H. Markham.

Recitation—"Mrs. Ruggles' Preparation for the Dinner Party," taken from "The Birds' Christmas Carol," by Kate Douglas Wiggin,  
Edith M. Hendrickson.

Music—Vocal Solo, "With Verdure Clad," Haydn  
Miss Theresa Franz.

Declamation—"The Crime against the Philippines," Hon. H. V. Johnson  
Floyd Hartson.

Recitation—"How the La Rue Stakes were Lost," Charles Newton Hood  
Mollie B. Miller.

Music—Piano Solo (selected), Mrs. A. M. Parker  
Consultation of Judges.

Vocal Solo—"Since first I met Thee," Rubinstein  
Miss Theresa Franz.

Award of Prizes.

EXERCISES OF THE  
UNDERGRADUATING CLASS  
—OF—  
**Mexico Academy and High School**

WASHINGTON HALL,  
MEXICO, N. Y.,

Thursday Afternoon, June 22, 1899.

**Programme.**

Music.

Prayer.

Essay—"The Paradise of the Pacific,"  
Mabel Catherine Richards

Recitation—"Seein' Things" (Eugene Fields),  
Eva Marguerite Shaw

Music.

Recitation—"The New Church Organ"  
(Will Carleton), Ella May Maher

Essay—"Great Battles of the Nineteenth Century,"  
Mary Ruth Hubbard

Declamation—"The Crime against the Philippines"  
(Hon. Henry V. Johnson), \* Floyd Hartson

Music.

Essay—"Victor Hugo," Jennie Zipporah Johnston

Recitation—"Cicily and the Bear" (Lilliput Levee),  
\* Allie Duell Clark

Recitation—"Budge's Version of the Flood"  
(Habberton), Mabel Lozany Cobb

\* Appeared on Prize Contest.

**Class of '98.**

NINA GENEVIEVE BRACY.      CHARLES EDWARD ELKINS.  
MONICA BROWN.      HERBERT A. SMITH.  
EDITH C. L. URE.

---

HERBERT A. SMITH, Valedictorian.  
NINA GENEVIEVE BRACY, Salutatorian.

---

**Prize Contest.**

First Prize in Declamation, . . . PERL H. MARKHAM.  
Second Prize in Declamation, . . . FLOYD HARTSON.  
First Prize in Recitation, . . . ALLIE D. CLARK.  
Second Prize in Recitation, . . . MOLLIE B. MILLER.

## Record of Successful Contestants in Prize Contests.

(First Prize Contest held in Academy Chapel, 1882.)

### 1882

Declamation—Charles Flemming.  
Recitation—Helen Dewey.  
Oration—Will C. Moulton.  
Essay—Lizzie E. Beaupre.

### 1883

Oration—Charles D. Smith.  
Essay—Mary A. Peck.  
Declamation—Minott F. Tooley.  
Recitation—Grace M. Orvis.

### 1884

Oration—James A. G. Tooley.  
Declamation—Abner Matthews.  
Recitation—Grace A. Skinner.  
Essay—Anna H. Taylor.

### 1885

Declamation—Clayton L. Miller.  
Recitation—Addie Terpening.  
Oration—Elmer B. Tooley.

### 1886

Declamation—Warren A. Davey.  
Oration—Loren H. Miller.  
Essay—Julia C. Taylor.  
Recitation—May E. Brown.

### 1887

Essay—Edith L. Rendell.  
Recitation—Addie L. Rider.  
Declamation—Willis A. Haven.

### 1888

Essay—Maggie A. Ryan.  
Declamation—Schuyler C. Brown.  
Recitation—Effie R. Hungerford.

### 1889

Essay—Millie Perry.  
Declamation—George Elkins.  
Recitation—Nellie G. Duell.  
Oration—Schuyler C. Brown.

### 1890

Recitation—Etta G. Nichols.  
Declamation—Roscoe J. Taylor.  
Essay—Maud L. Dorr.  
Oration—Fred B. Rich.

### 1891

Recitation, 1—Mattie L. Woodcock.  
" 2—Edith L. Knight.  
Declamation, 1—Osbert D. Tiffany.  
" 2—Frank W. Holmes.

### 1892

Recitation, 1—Lizzie M. Simpson.  
" 2—Helen L. Severance.  
Declamation, 1—Harry L. St. George.  
" 2—George W. Johnson.

### 1893

Recitation, 1—Anna A. May.  
" 2—Edith M. Cobb.  
Declamation, 1—Clarence W. Darling.  
" 2—Kirke F. Richardson.

### 1894

Recitation, 1—Lena L. Hoose.  
" 2—Mary L. Holmes.  
Declamation, 1—Harry E. Taylor.  
" 2—Marcus A. Bartlett.

### 1895

Recitation, 1—Clair Henderson.  
" 2—Jennie Baker.  
Declamation, 1—Herbert W. Whitney.  
" 2—James H. Porter.

### 1896

Recitation, 1—Nellie E. Day.  
" 2—Julia B. Mowry.  
Declamation, 1—Vincent Orvis.  
" 2—John W. Riley.

### 1897

Recitation, 1—Ella R. Lamont.  
" 2—Edith C. L. Ure.  
Declamation, 1—Ross L. Simons.  
" 2—Herbert A. Smith.

### 1898

Recitation, 1—Mabel L. Cobb.  
" 2—Edith C. L. Ure.  
Declamation, 1—Charles E. Elkins.  
" 2—Ernest Parker.

### 1899

Recitation, 1—Allie D. Clark.  
" 2—Mollie B. Miller.  
Declamation, 1—Perl H. Markham.  
" 2—Floyd Hartson.

## Mexico Academy and High School.

### HISTORICAL, STATISTICAL, FINANCIAL.

#### Historical.

Incorporated by act of Legislature as Rensselaer-Oswego Academy, June 10, 1826.

Brick building, 34 x 44 feet, erected 1826.

Addition of wood, 28 x 56 feet, erected 1836.

Name changed by act of Legislature to Mexico Academy, May 19, 1845.

Present building, 100 x 50 feet, erected 1855.

Adopted as the Academic Department of the Union Free School, District No. 7, Town of Mexico, September, 1895.

Name changed by charter from Board of Regents, University State of New York, to Mexico Academy and High School, 1895.

#### Statistical—1895-1899.

The statistics given below show the growth of the school system of Mexico since the organization of a union school, in 1895:

For School Year ending August 1 .....	1896	1897	1898	1899
Total net enrollment of children of school age* .....	342	333	335	332
Average daily attendance of children of school age .....	236. <sup>51</sup>	245. <sup>54</sup>	290. <sup>55</sup>	271. <sup>56</sup>
Total days attendance of resident children of school age (a).....	34,844	39,515	38,538	38,076
Total days attendance of non-resident children of school age (b).....	10,779	6,600	14,343	11,564
Total days attendance of a and b.....	45,623	46,115	52,881	50,340

\* By children of school age is meant all between the ages of 5 and 18.

#### Academic Department.

The progress of the Academic Department has been most marked. The number of academic students (a) has increased from 49 for the year 1895 to 110 for the year 1899, while in a like time the

total registration of the Academic Department has increased from 84 to 143, the number of days attendance of academic students (a) from 6,432 to 13,027, and number of certificates and diplomas from 30 to 101. Below is given the work of each year separately:

For School Year ending August 1 .....	1896	1897	1898	1899
(a) Academic students holding Regents' 48-academic-count or higher diplomas or certificates.....	0	8	17	7
(a) Academic students holding certificates lower than 48-academic count.....	49	63	95	108
Pupils in Academic Department who have not completed their preliminary certificates.....	35	34	25	33
Total registration of Academic Department.....	84	100	137	143
(b) Number of days attendance of academic students.....	6,432	7,959	12,873	13,027

(a) By the term "academic students" is meant all who have passed the Regents' preliminary examinations.

(b) One cent a day is apportioned by the Regents for each day's attendance of an academic student.

### Regents' Credentials Earned. (a)

For School Year ending August 1 .....	1896	1897	1898
Preliminary certificates.....	15	29	48
Twelve-count certificates.....	3	11	23
Twenty-four-count certificates.....	6	16	7
Thirty-six-count certificates.....	1 (b)	9	11
Academic diplomas.....	2 (b)	1	8
Advanced diplomas.....	3	2	4
Total certificates and diplomas earned.....	30	68	101

(a) The Regents' money apportioned to each school is determined by the number of certificates earned, together with the number of days attendance of academic pupils.

(b) In 1896 five of the old academic diplomas were issued. They are equivalent to the present 36-count certificate.

It is impossible to give the figures for 1899, as the certificates earned at the June examinations are not yet issued.

### Teachers' Training Class.

	1896	1897	1898
Number of teachers' training-class certificates issued for school year ending August 1.....	10	10	11

**Financial.**

For School Year ending August 1.....	1896	1897	1898	1899
* Public money apportioned by State Superintendent and Commissioner.....	\$ 880.25	\$1,250.97	\$1,096.73	\$1,114.56
Received for instruction of teachers' training class.....	472.00	396.00	568.00	702.00
Received from Regents for certificates earned.....	80.00	164.33	249.59	458.78
Received from non-resident tuition .....	457.00	604.80	712.32	712.25
Total.....	\$1,808.25	\$2,516.09	\$2,726.64	\$2,982.54

\* This includes the \$100 quota allowed for each qualified teacher who has taught in the school during the preceding school year. In 1894 there were 7 teachers employed; in 1895, 11; in 1896, 9; in 1897, 9.

